

## LEVEL I LICENSURE PORTFOLIO

<b>Entry 2: Accommodating Students Identified as Having Special Needs</b>	
<b>Purpose</b>	Candidates demonstrate an understanding of how to identify and accommodate students with special needs in an equitable learning environment. This includes an understanding of applicable laws, policies, and procedures.
<b>Principles to Be Addressed</b>	<p>Principle # 3: The educator understands how individuals and groups differ and creates equitable instructional opportunities that respond to the needs of all students.</p> <p>Principle # 8: The educator integrates students with disabilities into appropriate learning situations.</p> <p>Principle # 13: The educator understands laws related to student and educator rights and responsibilities, and applies current state and federal laws and regulations as they pertain to all children, including those who are at risk and those with disabilities, and treats students and colleagues fairly and equitably.</p>
<b>Required Documentation</b>	<ul style="list-style-type: none"> <li>• Summary of needs and accommodations (IEP, 504, etc.)</li> <li>• Notes from conference with classroom and/or special education teacher</li> </ul>
<b>Directions</b>	<p>Select one student who has an IEP and a second student who may be eligible or who is eligible for special services (e.g. a student on a 504 plan, an English language learner, a student identified as gifted, or a student who is in the early stages of the referral process). Gather information from multiple settings over time.</p> <p><i>For each student describe:</i></p> <ul style="list-style-type: none"> <li>• The history of services provided</li> <li>• The identification/referral process (including assessments)</li> <li>• The classroom setting including climate</li> <li>• The instruction being provided including materials and any modifications</li> <li>• Any human and/or technical support services provided</li> <li>• Information gathered from a conference with the classroom and/or special education teachers</li> </ul> <p>Analyze the information gathered discussing how the policies, procedures, and supports work to serve each of the two students. Within the context of your analysis consider the following questions:</p> <ul style="list-style-type: none"> <li>• Given your knowledge of law, policies, and procedures for students with special needs, how effectively are the needs of each of these two students being met?</li> <li>• What impact does the learning environment have on the learning for the two students as well as for all of the students in the classroom?</li> </ul> <p>Reflect on your experiences with the two students. Within the context of your reflection consider the following questions:</p> <ul style="list-style-type: none"> <li>• What are the implications for teaching students with special needs within your endorsement area?</li> <li>• What would be your strengths and challenges in accommodating students with special needs?</li> </ul>

<b>SCORING RUBRIC- Entry 2: Candidates demonstrate an understanding of how to identify students with special needs and accommodate them in inclusive and equitable learning environments. This includes an understanding of applicable laws, policies, and procedures.</b>					
<b>Description</b>	<b>No Evidence</b>	<b>Emergent</b>	<b>Approaching Standard</b>	<b>Meets Standard</b>	<b>Comments</b>
		The candidate offers a limited description of the two students.	Candidate offers a clear description of the two students.	Candidate offers a thorough description of the two students.	
<b>Principle # 3</b>		The candidate's analysis and reflection demonstrate a limited understanding of how individuals and groups differ.	The candidate's analysis and reflection demonstrate a clear understanding of how individuals and groups differ.	The candidate's analysis and reflection demonstrate a thorough understanding of how individuals and groups differ.	
		The candidate's analysis and reflection demonstrate a limited understanding of how to create equitable instructional opportunities to respond to the needs of students.	The candidate's analysis and reflection demonstrate a clear understanding of how to create equitable instructional opportunities to respond to the needs of students.	The candidate's analysis and reflection demonstrate a thorough understanding of how to create equitable instructional opportunities to respond to the needs of students.	
<b>Principle # 8</b>		The candidate's analysis and reflection demonstrate a limited understanding of how to integrate students with disabilities into appropriate learning situations.	The candidate's analysis and reflection demonstrate a clear understanding of how to integrate students with disabilities into appropriate learning situations.	The candidate's analysis and reflection demonstrate a thorough understanding of how to integrate students with disabilities into appropriate learning situations.	
<b>Principle # 13</b>		The candidate's analysis and reflection demonstrate a limited understanding of laws related to student and educator rights and responsibilities.	The candidate's analysis and reflection demonstrate a clear understanding of laws related to student and educator rights and responsibilities.	The candidate's analysis and reflection demonstrate a thorough understanding of laws related to student and educator rights and responsibilities.	

<b>SCORING RUBRIC- Entry 2:</b> Candidates demonstrate an understanding of how to identify students with special needs and accommodate them in inclusive and equitable learning environments. This includes an understanding of applicable laws, policies, and procedures.					
	<b>No Evidence</b>	<b>Emergent</b>	<b>Approaching Standard</b>	<b>Meets Standard</b>	<b>Comments</b>
<b>Principle # 13</b>		The candidate's analysis and reflection demonstrate a limited understanding of how to apply current state and federal laws and regulations as they pertain to all children, including those at risk and those with disabilities.	The candidate's analysis and reflection demonstrate a clear understanding of how to apply current state and federal laws and regulations as they pertain to all children, including those at risk and those with disabilities.	The candidate's analysis and reflection demonstrate a thorough understanding of how to apply current state and federal laws and regulations as they pertain to all children, including those at risk and those with disabilities.	
<b>Reflection</b>		Through reflection on Entry 2, the candidate demonstrates limited ability to use her/his experiences and understanding of best practice to improve teaching and student learning.	Through reflection on Entry 2, the candidate demonstrates some ability to use her/his experiences and understanding of best practice to improve teaching and student learning.	Through reflection on Entry 2, the candidate demonstrates the ability to use her/his experiences and understanding of best practice to improve teaching and student learning.	